



ANALYSING THE DATA COURSE – SESSION 3: USING THE RAP DATA TO BACKWARDS MAP

Activities

1. Discuss the areas of concern identified through the RAP analysis. HODs or AHODs could have the data ready again to share with the team. For example, it could be that our boys were underperforming in the short answer questions worth more than 4 marks. Have copies of the 2015 HSC paper.
2. Break into groups and discuss the following:
 - What does a quality answer look like in the identified aspect of the HSC exam?
 - What does the data tell us that our boys need to do better?
 - Identify three possible strategies to address the issue with the current year 12.
 - When we look at the 7-10 course what content, knowledge and skills need to be developed by year 12 to grapple with the demands of this question?
 - What do we need to do to ensure that students are able to build the necessary skills, knowledge and understanding?
3. Come back together general discussion and begin to develop a plan of attack for 7-10 students that builds the field of learning in the identified problem area. Form a small team to develop intervention strategies for the current year 12.
4. Complete the PD Attendance sheet

ANALYSING THE DATA COURSE – BACKWARDS MAPPING FROM RAP

Teachers in attendance	Institute Number

DEPARTMENT

DATE OF SESSION

Examples of suggested intervention strategies for the current year 12 to address the issue

1	
2	
3	
4	

Any questions?

Email this last page to yagerk@knox.nsw.edu or place in Karen Yager's pigeon hole.